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ABSTRACT

A study examined the effect of extreme marital discord, involving abuse of the mother, on maternal parenting style and level of maternal stress. It was hypothesized that battered women experience a higher level of maternal stress and choose an authoritarian parenting style as a consequence of marital discord. Subjects were 30 mothers of children aged 3 months through 10 years. Fifteen mothers were in discordant marital relationships and were in a shelter for battered women. A comparison group of 15 mothers in nondiscordant relationships also participated. Average age of the subjects was 30. Subjects completed the Parenting Stress Index and participated in interviews to determine parenting style. Results indicated a statistically significant difference between groups in the mean total stress scores. With respect to parenting styles, no significant differences were found between the two groups in any of the parenting styles. Therefore, at least with this sample of maritally discordant mothers, the marital relationships may not have had an impact on their parenting style. Twelve of the maritally discordant mothers exhibited a preference for the authoritative parenting style, while 13 of the nondiscordant mothers preferred this style. The results suggest that experiencing marital violence has a significant effect on the level of maternal stress but not a significant effect on maternal parenting style. (Three appendixes contain copies of the Parental Stress Index, the parenting style interview, and interview response sheet.) (HTH)

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ED 372 871

THE EFFECT OF MARITAL VIOLENCE ON MATERNAL PARENTING STYLE AND MATERNAL STRESS

By

Cindy S. Niesman

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CHAPTER I

INTRODUCTION

Statement of the Problem

Americans have begun to recognize the extent and severity of family violence in recent years. The most common type of family violence is marital violence, also known as spousal physical abuse or wife-battering. The latest statistics, from a national survey by sociologists Richard Gelles and Murray Straus (1988), relate how pervasive and severe marital violence is in America. The results of the survey include the estimate that wife-battering exists in 16% of all families and that 3.4% or 1.8 million women are beaten regularly by their partners. Furthermore, most battered women are mothers. Consequently, children are more likely to be witnesses to marital violence than be victims of child abuse, with marital violence affecting about 5% of all children (Kaufman & Zigler, 1987).

Given the prevalence of marital violence, many researchers have addressed the impact of extreme marital discord and subsequent marital violence on women and children. However, few have addressed the relation of parenting and battered women. In a study investigating the differences between battered women and a comparison group, Holden and Ritchie (1991) found that battered women perceived childrearing to be very stressful and were more

likely to be inconsistent in their parenting practices. Holden and Ritchie linked the parenting differences to child behavior problems and looked at parenting practices in general. This research prompts the question, what is the effect of marital violence on maternal parenting style and level of maternal stress?

Therefore, the purpose of this study was to examine the effect of marital violence on maternal parenting style and level of maternal stress. From my experience working with battered women in a shelter and my research on family violence and parenting, I hypothesized that battered women experience a higher level of maternal stress and choose an authoritarian parenting style as a consequence of violent marital discord.

Rationale

Every neighborhood has violent married partners. Every violent act at home affects every member of the family.

> Drive down any street in America. More than one household in six has been the scene of a spouse striking his or her partner.... Three American households in five (which have children living at home), have reverberated with the sounds of parents hitting their children. Over all, every other house in America is the scene of family violence at least once a year. (Straus, Gelles, & Steinmetz, 1980, p. 3)

Although these figures are national averages, Americans realize the extent of family violence. However, do Americans realize the consequences of this violence?

The physical consequences of marital violence are often obvious; blackened eyes, bruises, and fractures. However, the psychological consequences are hidden deep within the victims. Victims of marital violence often distort reality and blame themselves (Walker, 1984). Additionally, most battered women feel depressed, frustrated, trapped, demoralized, and even suicidal (Finkelhor, 1983).

The "unintended victims" of marital violence, children, suffer psychologically, too. In one study, Hershorn and Rosenbaum (1985) found that children who are witnesses to marital violence exhibit both conduct and personality problems. Along with the detrimental effects that witnessing marital violence has on children's healthy development, particular childrearing practices of parents in extreme marital discord can be detrimental to children as well (Emery, 1982; Hershorn & Rosenbaum, 1985; Holden & Ritchie, 1991). Current research indicates three areas of maternal parenting differences when studying marital violence.

First of all, battered women may experience a high level of maternal stress since paternal involvement in childrearing decreases. Consequently, "mothers may become emotionally unavailable to their children or may exhibit 'diminished mothering'" (Holden & Ritchie, 1991, p. 311).

Secondly, researchers suggest that negative marital interactions may influence parental interactions. Baumrind (as cited in Ross, Hall, & Demus, 1990) characterizes parental interactions as authoritarian, authoritative, or permissive. Like permissive parents, violent parents interact with their children less (Burgess & Conger, 1978; Trickett & Kucznski, 1986). In addition, violent parents have fewer interactions that are positive and more that are of a punitive nature, similar to those interactions authoritarian parents have. Furthermore, in cases of extreme marital discord, mothers may respond to marital violence with violence against their children (Straus, 1983).

Lastly, parents in discordant relationships may exhibit parental inconsistencies (Holden & Ritchie, 1991). Poor communication between maritally discordant parents and disagreements about childrearing may result in parents utilizing different discipline

strategies. In addition, different parenting practices may occur when the violent spouse is present.

In sum, evidence from marital violence research supports the hypothesis that there are differences in parenting as a consequence of marital discord. However, little evidence exists linking the level of maternal stress and parenting style with extreme marital discord. Further research into violent couples needs to investigate the effect of marital discord on maternal parenting style and level of maternal stress, which ultimately affects the children, the "unintended victims."

Overview of the Study

This was a causal-comparative study seeking to determine the effect of extreme marital discord on maternal parenting style and level of maternal stress. A comparison was made of mothers who are battered by their partners (and thus are in maritally discordant relationships) with those mothers who are not in maritally discordant relationships. It was hypothesized that battered women experience a higher level of maternal stress and choose an authoritarian parenting style as a consequence of marital discord.

Definition of Terms

For the purpose of this study, the following terms were defined:

Family violence referred to a family or household member committing physical, sexual, or emotional abuse against another member.

Marital violence referred usually to a man, who is in a relationship, committing physical, sexual, or emotional abuse against a woman, his partner.

Marital discord referred to severely disturbed marital relations in which women are exposed to physical violence, "mental anguish," unprovoked anger, and frequent arguments with their partners (Holden & Ritchie, 1991).

Maternal stress referred to a mother's level of anxiety and emotional pressure.

Maternal parenting style referred to mother/child interaction and a mother's philosophy about raising children.

The three comprehensive parenting styles, characterized by Baumrind (as cited in Ross, Hall, & Demus, 1990), were defined as:

1. The authoritative parent believes that the best way to produce a successful adult is not only be actively involved in the child raising, but to also have the child actively involved in making decisions and learning about the world.

2. The authoritarian parent believes that the best way to produce a successful adult is to provide the child with firm direction.
3. The permissive parent believes that the best way to produce a successful adult is to let the child fend for himself/herself. (p. 19)

Limitations

Finding a comparison sample of mothers who were not in maritally discordant relationships was difficult. It would have been desirable to have a comparison sample with similar socio-economic background, age, and level of education. Since the sample size was so small, the interpretations of the findings were limited.

Other limitations included the length of time needed to complete the instruments as well as the mother's ability to read them. In addition, the veracity of the responses may be questionable since parental self-report instruments were used.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In America, women and their children may be safer on the street than in their own homes. According to a national survey conducted by sociologists Gelles and Straus (1988), an estimated two million women are battered each year by their partners. From two to four million children are abused and neglected by their parents and relatives. Emery (1989) reports that "nearly 20% of all murders are committed between family members, and almost one third of all female homicide victims are killed by their husbands or boyfriends" (p. 321).

These disturbing statistics provide the basis for medical professionals to acknowledge marital violence as a major public health problem and for social scientists to address the impact of marital violence on women and children. The physical consequences of battering, such as a black eye, bruises, and cuts, are often obvious. Many battered women suffer psychological consequences that take longer to heal. In her book, The Battered Woman Syndrome, Walker (1984) states that battered women often distort reality and blame themselves. Finkelhor (1983) supports this contention and adds that

most battered women feel depressed, trapped, frustrated, demoralized, and even suicidal.

Since children live with the violence too, they suffer psychologically, as well. Gelles and Straus (1988) found that children from violent homes are more likely to have personal troubles (temper tantrums, difficulty making friends), school problems (academic trouble, discipline problems), and aggression problems (fighting with family members and non-family members). Growing up admist the marital violence, many children respond to situations with violence. For example, sons who witness their fathers' violence have a 1,000% greater rate of wife abuse than sons who do not (Straus, Gelles, & Steinmetz, 1980). While witnessing violence affects children's behavior, the way parents interact with their children also influences children's behavior.

In this review of research on marital violence, some of the major social science findings about the effects of marital violence on women and children will be highlighted. Parenting styles, consequences of marital violence on parenting, and behavior problems in children from discordant families will be examined.

An Overview of Parenting Styles

In a series of studies, Baumrind (as cited in Ross, Hall, & Demus, 1990) assessed parent-child interactions and indicated that certain parenting styles exist. Parent-child interactions follow either a permissive, an authoritarian, or an authoritative parenting style. Authoritative parents believe that there must be cooperation and communication between parents and children in making decisions. Authoritative parents are actively involved in their children's lives as much as children are involved in their learning about the world (Schaefer, 1991). In contrast, authoritarian parents believe that they must be the sole decision maker and children should obey without discussion or suffer harsh consequences. Authoritarian parents provide children with firm direction and ensure that children behave and learn. On the other hand, permissive parents allow their children to explore and develop without any parental input or attention (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Ross et al.,1990).

According to the work of Maccoby and Martin (as cited in Lamborn, Mounts, Steinberg, & Dornbusch, 1990), the permissive parenting style can be either neglectful or indulgent. Indulgent

parents let children do whatever they want; whereas, neglectful parents choose not to take on the responsibilities of childrearing.

Consequences of Marital Violence on Parenting

When investigating parental discipline strategies in abusive and nonabusive families, Trickett and Kuczynski (1986) discovered that in both groups of families, almost all the resolutions contained some type of punishment or force with abusive parents being relatively more punitive. However, nonabusive families usually provided an explanation with the punishment, whereas abusive parents rarely provided an explanation. In their sample, the abusive parents followed the authoritarian parenting style.

Yet, parents involved in conflict with each other often use different childrearing practices. In Emery's review of research on interparental conflict (1982), he theorized that parents in marital turmoil "are probably poorer models, are more inconsistent in their discipline, and place more stress on their children" (p. 324). Current research indicated three areas of differences when studying marital discord: 1) maternal stress, 2) maternal reciprocity, and 3) parental inconsistency (Holden & Ritchie, 1991).

Maternal Stress

Holden and Ritchie (1991) believe that mothers may feel greater stress when in conflict with the father because a father's involvement in childrearing potentially decreases. "As a consequence of the stress, mothers may become emotionally unavailable to their children or may exhibit 'diminished mothering'" (Holden & Ritchie, 1991, p. 311). When researchers surveyed battered women and comparison women, they found that battered women experienced more life stressors (Wolfe, Jaffe, Wilson, & Zak, 1985). In addition, in a study by Holden and Ritchie (1991), battered women perceived childrearing to be more stressful than a comparison group of nonbattered women. They found that the battered women group reached a stress level at the eightieth percentile, meaning they were clinically stressed. This maternal stress in turn predicted children's behavior problems scores (Wolfe et al., 1985). Patterson (as cited in Trickett & Kuczynski, 1986) argues that childrearing interactions are stressful even in normal families, and the lack of effective child management skills may exacerbate maternal feelings of anxiety, anger, and doubt.

Maternal Reciprocity

The second area of parenting differences, maternal reciprocity, follows the "violence begets violence" theory (Straus, 1983). Using the Conflict Tactics Scale as the instrument to measure violence rate, Straus (1983) found that, for battered women, the rate of child abuse is at least double that of comparison women. Similarly, the literature on child abuse and families with problem children indicates that violent parents interact with their children less, and fewer interactions are positive and more are of a punitive nature (Burgess & Conger, 1978; Trickett & Kuczynski, 1986).

Parental Inconsistency

Research shows that parents in violent homes punish their children more often. These parents also are more inconsistent with their discipline strategies (Emery, 1982; Holden & Ritchie, 1991). Holden and Ritchie (1991) state:

> This inconsistency can result from two sources. Poor communication and disagreements about child rearing may lead to differences in disciplinary responses between the maritally discordant parents. In addition, conflictual marital relationships may result in different parenting practices within one parent due to diminished ability to be consistent or a change in the parent's behavior in the presence of the spouse. (p. 312)

Looking at women's discipline strategies, researchers found that low-income mothers did not follow a consistent parenting style or discipline strategy but reacted negatively to their children's behavior (Grusec & Kuczynski, 1980; Ross et al.,1990). In addition, fathers, divorced or separated from the mothers, were less consistent disciplining their children than fathers who were part of an intact family (Hetherington, Cox, & Cox, 1976). Furthermore, parents who disagreed about childrearing practices experienced subsequent marital discord and child behavior problems (Block, Block, & Morrison, 1981).

Behavior Problems in Children from Discordant Families

Investigating a link between marital discord and child behavior problems, many researchers found that children from discordant families, especially violent ones, are more likely to exhibit behavior problems than children from nondiscordant families (Emery, 1982; Jouriles, Murphy, & O'Leary, 1989). These behaviors include difficult temperaments, physical aggression, adjustment problems, and conduct problems.

In one study, battered women rated their children as having more difficult temperaments than comparison mothers who rated their children as having temperaments close to the normed means (Holden

& Ritchie, 1991). Likewise, children in an abusive situation were less compliant and were more likely to verbally refuse and overtly oppose their parent's interventions (Trickett & Kuczynski, 1986).

Children, who are witnesses to but not direct victims of family violence, exhibit externalizing behavior problems as well as internalizing adjustment problems (Christopoulos, Cohn, Shaw, Joyce, Sullivan-Hanson, Kraft, & Emery, 1987; Holden & Ritchie, 1991; Wolfe et al., 1985). Hershorn and Rosenbaum (1985) identified an association between parental marital discord and conduct problems in children who witness the violence. In previous research, Rosenbaum and O'Leary (1981) reported similar findings; however, these findings were not statistically significant. In addition, researchers utilizing parent reports found that physical marital aggression contributed to child behavior problems (Holden & Ritchie, 1991; Jouriles et al., 1989; Wolfe et al., 1985). Yet, they also found that slightly less than half of the children from violent homes did not show behavior problems at clinical levels.

A more frequently documented consequence of marital violence is children's aggressive behavior. In one study, battered women reported their children were more physically aggressive than

comparison children (Holden & Ritchie, 1991). Other reports from battered women indicated that boys from violent homes were more aggressive than girls (Penfold, 1982; Wolfe et al., 1985). However, in replicating the study, Holden and Ritchie (1991) did not find boys more aggressive. Although the findings in this area are inconsistent, it is important to note that a number of researchers have found that children exposed to violence are more aggressive. When exposed to angry adult interactions, boys tend to show more aggression than girls, and girls exhibit more distress than boys (Cummings, Iannotti, Zahn-Waxler, 1985). Furthermore, children who are victims of parental abuse committ more aggressive and destructive acts than those children comprising control groups (Trickett & Kuczynski, 1986).

Conclusion

Given the high incidence of behavior problems in children from violent homes along with parenting differences of battered women, researchers underscore the need for further investigation into the impact of family violence. Current research that associates marital discord and parenting implicates three areas of differences in child-rearing practices of battered women: 1) maternal stress;

2) maternal reciprocacy; and 3) parental inconsistency. Researchers consider these differences to be detrimental to children's healthy development. Consequently, research shows that children who are witnesses to family violence are more likely to exhibit a range of behavior problems from difficult temperaments to aggression. Thus, these future efforts by researchers hold promise for preventing family violence in future generations.

CHAPTER III

THE STUDY

Introduction

Marital violence is being recognized as a pervasive problem affecting 16% of all families (Gelles & Straus, 1988). After recognizing the existence of the problem, researchers have investigated the effects of marital violence on women and children. Researchers found that battered women experience high levels of stress and are inconsistent in their parenting practices (Holden & Ritchie, 1991; Wolfe, Jaffe, Wilson, & Zak, 1985). Additionally, researchers found that children who witness marital violence exhibit behavioral and emotional problems (Hershorn & Rosenbaum, 1985; Holden & Ritchie, 1991).

The need for further research resulted in this investigation into the effect of marital violence on maternal parenting style and level of maternal stress. The purpose of this study was to examine the effect of marital violence on maternal parenting style and level of maternal stress. The study tested the hypothesis that maritally discordant mothers experience a higher level of stress and choose an authoritarian parenting style as a consequence of marital violence.

Methodology

Sample

The participants in this study were 30 mothers of children three months through ten years of age. One group of 15 mothers, who were in maritally discordant relationships, were seeking shelter at A Safe Place, Lake County Crisis Center, between September, 1992, and March, 1993. As seen in Table 1, the average age of this group was 26.73 years.

A comparison group of 15 mothers was selected and matched for number of children and age of the child of concern. The average age of the comparison group was 30.93 years.

An independent sample t-test was conducted to discern if there was a statistically significant difference between the age of the mothers. If there was a significant difference, the difference could be an influencing factor on mothers' perceptions of stress. However, the t-test analysis showed that there was not a statistically significant difference between the average age of the mothers ($t = 1.81$, $p < .082$).

Table 1

Means, Standard Deviations, and Range of Scores for Background Characteristics

Variable	M	S.D.	Possible Range	Actual Range
Maritally Discordant Mothers (N = 15)				
Age	26.73	7.44		17 - 42
*Education	2.60	0.83	1 - 5	1 - 4
Maritally Nondiscordant Mothers (N = 15)				
Age	30.93	5.01		23 - 42
Education	3.93	0.96	1 - 5	2 - 5
All (N = 30)				
Age	28.83	6.59		17 - 42
Education	3.27	1.11	1 - 5	1 - 5

*Education

1 = 1 - 8th grade

2 = 9 - 12th grade

3 = vocational or some college

4 = college graduate

5 = graduate or professional school

A t-test was also conducted to determine if there was a statistically significant difference between the average level of education of the mothers. The analysis indicated that there was a significant difference ($t = 4.07$, $p < .0004$). The maritally nondiscordant mothers had a higher level of education. There was no prior reason to believe that the level of education would be an influencing factor on the level of maternal stress. Therefore, the researcher deemed the groups comparable for inclusion in this study.

Instrumentation

Two data collection methods, a questionnaire and an interview, were used to assess the level of maternal stress and to determine maternal parenting style. Hence, the questionnaire and interview were parental self-report instruments.

Maternal stress. The Parenting Stress Index (PSI) (Abidin, 1990) was administered to mothers to assess the level of maternal stress. The PSI (see Appendix A) was a 120-item questionnaire with responses following a Likert-type scale (1 = strongly agree to 5 = strongly disagree). The instrument yielded a global stress index and provided scores relevant to stressors associated with child characteristics, parent characteristics, and life stress events. It was

normed on clinical and nonclinical samples of parents, totaling 2,633 parents in the norm group. In the technical manual for the instrument, Abidin provides reliability and validity data for the instrument.

Parenting style. A parental interview (see Appendix B) was used to determine the parenting style of mothers. The situations in the parental interview were adapted from an instrument utilized in a study conducted by Ross, Hall, and Demus (1990). The interview was comprised of ten descriptions of common situations in the home. Each mother was asked to choose specific responses representing the following parenting styles: authoritative, authoritarian, and permissive. Since researchers recently developed this interview, reliability and validity data were not available.

Data Collection Procedures

The PSI was administered individually to mothers who were seeking shelter at A Safe Place and had not attended parenting class yet. Mothers were advised of the confidentiality of their responses (see Appendix C). The researcher gave directions for completing the instrument and asked mothers to think about the child they were most concerned about when answering the questions. It took 20-40

minutes for the women to mark the degree to which they agreed or disagreed with the statements.

The interview to determine parenting style was conducted once the mothers completed the PSI. There were two versions of the interview, one for a son and the other for a daughter, and the researcher provided the mother with the appropriate one. The researcher read each of the ten parenting situations from a large chart, and the women marked their choice on the response sheet. The time needed to conduct this interview varied so that mothers could talk about their children and parenting. Also, the researcher conducted this interview individually or as a group depending on the number of new residents.

Similar procedures were followed when the researcher administered the PSI to the comparison group, mothers who were not in maritally discordant relationships. As the mothers in the comparison group were recruited, the researcher gave both instruments to the mothers and asked the mothers to complete and return them.

Data Analysis

The answer sheets for the PSI were scored according to the instructions in the manual. Profile sheets (see Appendix D) were completed, as well. The response sheets for the parenting style interview (see Appendix E) were tallied and summed across parent and situation. After obtaining this data, a one-way analysis of variance procedure was used to assess the effect of marital violence on maternal parenting style and level of maternal stress.

Findings and Interpretations

Group means, standard deviations, and range of scores for the Parenting Stress Index and the Parenting Style Interview are presented in Table 2. To determine if there were statistically significant differences between the two groups, a series of one-way analysis of variance tests were conducted on each of the primary variables under investigation (see Table 3).

Parenting Stress Index

The results of the analysis indicated there was a statistically significant difference in the mean total stress scores between groups. Each domain of the total stress score, child domain and parent domain, was examined as well. Although there was a difference

Table 2

Means, Standard Deviations, and Range of Scores for All Variables

Variable	M	S.D.	Possible Range	Actual Range
Maritally Discordant Mothers (N = 15)				
Total Stress	244.93	36.03	101 - 505	183 - 308
Child Domain	109.20	15.79	47 - 235	91 - 143
Parent Domain	135.73	23.15	54 - 270	91 - 184
Life Stress	19.13	10.93	0 - 79	0 - 48
Authoritative	6.33	1.72	0 - 10	3 - 9
Authoritarian	2.20	1.61	0 - 10	0 - 5
Permissive	1.47	1.25	0 - 10	0 - 5
Maritally Nondiscordant Mothers (N = 15)				
Total Stress	215.53	38.19	101 - 505	156 - 281
Child Domain	99.20	22.15	47 - 235	73 - 158
Parent Domain	116.33	22.77	54 - 270	81 - 168
Life Stress	6.13	6.13	0 - 79	0 - 18
Authoritative	7.47	2.23	0 - 10	3 - 10
Authoritarian	1.40	1.55	0 - 10	0 - 5
Permissive	1.13	1.36	0 - 10	0 - 4
All (N = 30)				
Total Stress	230.23	39.43	101 - 505	156 - 308
Child Domain	104.20	19.57	47 - 235	73 - 158
Parent Domain	126.03	24.63	54 - 270	81 - 184
Life Stress	12.63	10.93	0 - 79	0 - 48
Authoritative	6.90	2.04	0 - 10	3 - 10
Authoritarian	1.80	1.61	0 - 10	0 - 5
Permissive	1.30	1.29	0 - 10	0 - 5

between groups in the mean scores of child domain, the difference was not statistically significant. Analysis of variance procedures conducted on the parent domain scores revealed a significant difference between groups. With respect to life stress, there was also a statistically significant difference.

Table 3

Results of Analysis of Variance

Variable	Maritally Discordant	Maritally Nondiscordant	F
Total Stress	244.93	215.53	4.70*
Child Domain	109.20	99.20	2.03
Parent Domain	135.73	116.33	5.35*
Life Stress	19.13	6.13	16.15**
Authoritative	6.33	7.47	2.43
Authoritarian	2.20	1.40	1.92
Permissive	1.47	1.13	0.49

* $p < .05$

** $p < .001$

The findings supported the hypothesis that maritally discordant mothers perceive parenting to be more stressful than maritally nondiscordant mothers. These findings also confirmed the results reported by Holden and Ritchie (1991) and reinforced their theory of "diminished mothering." Holden and Ritchie state that mothers may become emotionally unavailable to their children as a consequence of stress caused by marital violence. Since there was a significant

difference in the parent domain score of the two groups, maritally discordant mothers found stress to be related to their role as a parent. These mothers may be feeling overwhelmed and inadequate as a parent. The significant difference found with regard to life stress confirmed the findings reported by Wolfe, Jaffe, Wilson, and Zak (1985). The researchers found women in maritally discordant relationships experienced more life stress events than a group of comparison women.

Parenting Style Interview

A series of one-way analysis of variance tests were conducted to determine if the parenting styles of mothers in maritally discordant relationships were significantly different from those mothers in maritally nondiscordant relationships. With respect to parenting styles, no significant differences were found between the two groups in any of the parenting styles (see Table 3). Therefore, at least with this sample of maritally discordant mothers, their marital relationships may not have had an impact on their parenting style. With respect to parenting style, it was found that 12 of the maritally discordant mothers exhibited a preference for the authoritative parenting style as measured by the instrument used in this study. Likewise, in the

maritally nondiscordant group, 13 mothers exhibited a preference for the authoritative parenting style.

In this investigation the authoritative parenting style was clearly the preferred parenting style by the mothers regardless of their current marital discordant status. In another study, utilizing a self-report parental inventory, Hershorn and Rosenbaum (1985) reported similar findings; battered women did not differ in parenting style from their nonbattered counterparts. By following an authoritative parenting style, mothers in violent relationships may try to protect their children or compensate for the hostile home atmosphere. It should be remembered, however, that the nature of the instrument measuring parenting style may be highly influenced by socially-desired responses.

Conclusion

The results of the present investigation suggest that experiencing marital violence has a significant effect on the level of maternal stress and not a significant effect on maternal parenting style. Mothers in violent relationships feel more stressed and inadequate as a parent. Future work needs to investigate the effects of marital violence on

parenting, looking at whether there are differences in parenting as a consequence of marital violence.

A strategy that responds to the mothers' functioning as parents may provide the needed support to reduce stress on the mother-child relationships. This support may assist mothers in managing family crises and avoiding violence and provide opportunities for children to learn appropriate social problem-solving strategies. By putting forth such efforts to assist mothers in violent relationships, society works towards managing family problems as well as preventing family violence in future generations.

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APPENDIX A
PARENTING STRESS INDEX (PSI)

PARENTING STRESS INDEX (PSI) *

Administration Booklet

Richard R. Abidin
Institute of Clinical Psychology
University of Virginia

Directions:

In answering the following questions, please think about the child you are most concerned about.

The questions on the following pages ask you to mark an answer which best describes your feelings. While you may not find an answer which exactly states your feelings, please mark the answer which comes closest to describing how you feel. **YOUR FIRST REACTION TO EACH QUESTION SHOULD BE YOUR ANSWER.**

Please mark the degree to which you agree or disagree with the following statements by filling in the number which best matches how you feel. If you are not sure, please fill in #3.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

Example: 1 (2) 3 4 5 I enjoy going to the movies. (If you sometimes enjoy going to the movies, you would fill in #2.)

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1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree

1. When my child wants something, my child usually keeps trying to get it.
2. My child is so active that it exhausts me.
3. My child appears disorganized and is easily distracted.
4. Compared to most, my child has more difficulty concentrating and paying attention.
5. My child will often stay occupied with a toy for more than 10 minutes.
6. My child wanders away much more than I expected.
7. My child is much more active than I expected.
8. My child squirms and kicks a great deal when being dressed or bathed.
9. My child can be easily distracted from wanting something.
10. My child rarely does things for me that make me feel good.
11. Most times I feel that my child likes me and wants to be close to me.
12. Sometimes I feel my child doesn't like me and doesn't want to be close to me.
13. My child smiles at me much less than I expected.
14. When I do things for my child I get the feeling that my efforts are not appreciated very much.
15. Which statement best describes your child?
    1. almost always likes to play with me,
    2. sometimes likes to play with me,
    4. usually doesn't like to play with me,
    5. almost never likes to play with me.
16. My child cries and fusses:
    1. much less than I had expected,
    2. less than I expected,
    3. about as much as I expected,
    4. much more than I expected,
    5. it seems almost constant.
17. My child seems to cry or fuss more often than most children.
18. When playing, my child doesn't often giggle or laugh.
19. My child generally wakes up in a bad mood.
20. I feel that my child is very moody and easily upset.
21. My child looks a little different than I expected and it bothers me at times.
22. In some areas my child seems to have forgotten past learnings and has gone back to doing things characteristic of younger children.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

23. My child doesn't seem to learn as quickly as most children.

24. My child doesn't seem to smile as much as most children.

25. My child does a few things which bother me a great deal.

26. My child is not able to do as much as I expected.

27. My child does not like to be cuddled or touched very much.

28. When my child came home from the hospital, I had doubtful feelings about my ability to handle being a parent.

29. Being a parent is harder than I thought it would be.

30. I feel capable and on top of things when I am caring for my child.

31. Compared to the average child, my child has a great deal of difficulty in getting used to changes in schedules or changes around the house.

32. My child reacts very strongly when something happens that my child doesn't like.

33. Leaving my child with a babysitter is usually a problem.

34. My child gets upset easily over the smallest thing.

35. My child easily notices and overreacts to loud sounds and bright lights.

36. My child's sleeping or eating schedule was much harder to establish than I expected.

37. My child usually avoids a new toy for a while before beginning to play with it.

38. It takes a long time and it is very hard for my child to get used to new things.

39. My child doesn't seem comfortable when meeting strangers.

40. When upset, my child is:
    1. easy to calm down,
    2. harder to calm down than I expected,
    4. very difficult to calm down,
    5. nothing I do helps to calm my child.

41. I have found that getting my child to do something or stop doing something is:
    1. much harder than I expected,
    2. somewhat harder than I expected,
    3. about as hard as I expected,
    4. somewhat easier than I expected,
    5. much easier than I expected.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

42. Think carefully and count the number of things which your child does that bothers you. For example: dawdles, refuses to listen, overactive, cries, interrupts, fights, whines, etc. Please fill in the number which includes the number of things you counted.
    1. 1-3
    2. 4-5
    3. 6-7
    4. 8-9
    5. 10+

43. When my child cries it usually lasts:
    1. less than 2 minutes,
    2. 2-5 minutes,
    3. 5-10 minutes,
    4. 10-15 minutes,
    5. more than 15 minutes.

44. There are some things my child does that really bother me a lot.

45. My child has had more health problems than I expected.

46. As my child has grown older and become more independent, I find myself more worried that my child will get hurt or into trouble.

47. My child turned out to be more of a problem than I had expected.

48. My child seems to be much harder to care for than most.

49. My child is always hanging on me.

50. My child makes more demands on me than most children.

51. I can't make decisions without help.

52. I have had many more problems raising children than I expected.

53. I enjoy being a parent.

54. I feel that I am successful most of the time when I try to get my child to do or not do something.

55. Since I brought my last child home from the hospital, I find that I am not able to take care of this child as well as I thought I could. I need help.

56. I often have the feeling that I cannot handle things very well.

57. When I think about myself as a parent I believe:
    1. I can handle anything that happens,
    2. I can handle most things pretty well,
    3. sometimes I have doubts, but find that I handle most things without any problems,
    4. I have some doubts about being able to handle things,
    5. I don't think I handle things very well at all.

1	2	3	4	5
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

58. I feel that I am:

1. a very good parent,
2. a better than average parent,
3. an average parent,
4. a person who has some trouble being a parent,
5. not very good at being a parent.

59. What were the highest levels in school or college you and the child's father/mother have completed?
Mother:

1. 1-8th grade
2. 9-12th grade
3. Vocational or some college
4. College graduate
5. Graduate or professional school

60. Father:

1. 1-8th grade
2. 9-12th grade
3. Vocational or some college
4. College graduate
5. Graduate or professional school

61. How easy is it for you to understand what your child wants or needs?

1. very easy,
2. easy,
3. somewhat difficult,
4. it is very hard,
5. I usually can't figure out what the problem is.

62. It takes a long time for parents to develop close, warm feelings for their children.

63. I expected to have closer and warmer feelings for my child than I do and this bothers me.

64. Sometimes my child does things that bother me just to be mean.

65. When I was young, I never felt comfortable holding or taking care of children.

66. My child knows I am his or her parent and wants me more than other people.

67. The number of children that I have now is too many.

68. Most of my life is spent doing things for my child.

69. I find myself giving up more of my life to meet my children's needs than I ever expected.

70. I feel trapped by my responsibilities as a parent.

71. I often feel that my child's needs control my life.

72. Since having this child I have been unable to do new and different things.

1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree

73. Since having a child I feel that I am almost never able to do things that I like to do.

74. It is hard to find a place in our home where I can go to be by myself.

75. When I think about the kind of parent I am, I often feel guilty or bad about myself.

76. I am unhappy with the last purchase of clothing I made for myself.

77. When my child misbehaves or fusses too much I feel responsible, as if I didn't do something right.

78. I feel everytime my child does something wrong it is really my fault.

79. I often feel guilty about the way I feel towards my child.

80. There are quite a few things that bother me about my life.

81. I felt sadder and more depressed than I expected after leaving the hospital with my baby.

82. I wind up feeling guilty when I get angry at my child and this bothers me.

83. After my child had been home from the hospital for about a month, I noticed that I was feeling more sad and depressed than I had expected.

84. Since having my child, my spouse (male/female friend) has not given me as much help and support as I expected.

85. Having a child has caused more problems than I expected in my relationship with my spouse (male/female friend).

86. Since having a child my spouse (or male/female friend) and I don't do as many things together.

87. Since having my child, my spouse (or male/female friend) and I don't spend as much time together as a family as I had expected.

88. Since having my last child, I have had less interest in sex.

89. Having a child seems to have increased the number of problems we have with in-laws and relatives.

90. Having children has been much more expensive than I had expected.

91. I feel alone and without friends.

92. When I go to a party I usually expect not to enjoy myself.

93. I am not as interested in people as I used to be.

94. I often have the feeling that other people my own age don't particularly like my company.

95. When I run into a problem taking care of my children I have a lot of people to whom I can talk to get help or advice.

1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree

96. Since having children I have a lot fewer chances to see my friends and to make new friends.

97. During the past six months I have been sicker than usual or have had more aches and pains than I normally do.

98. Physically, I feel good most of the time.

99. Having a child has caused changes in the way I sleep.

100. I don't enjoy things as I used to.

101. Since I've had my child:
    1. I have been sick a great deal,
    2. I haven't felt as good,
    4. I haven't noticed any change in my health,
    5. I have been healthier.

STOP HERE — unless asked to do items below

During the last 12 months, have any of the following events occurred in your immediate family? Please check on the answer sheet any that have happened.

102. Divorce
103. Marital reconciliation
104. Marriage
105. Separation
106. Pregnancy
107. Other relative moved into household
108. Income increased substantially (20% or more)
109. Went deeply into debt
110. Moved to new location
111. Promotion at work
112. Income decreased substantially
113. Alcohol or drug problem
114. Death of close family friend
115. Began new job
116. Entered new school
117. Trouble with superiors at work
118. Trouble with teachers at school
119. Legal problems
120. Death of immediate family member

APPENDIX B
PARENTING STYLE INTERVIEW

INTERVIEW
TO BE READ BY THE RESEARCHER

AT = Authoritative AN = Authoritarian P = Permissive

SITUATION 1

Suppose that _____ has been very good all week and you decide she deserves a special treat. Of the three responses given, you are most likely to

AT take her to a place you both agree would be fun.

AN tell her you will make his favorite dessert if she keeps up the good work.

P give her some money to buy a treat and let her decide what to get.

SITUATION 2

You think children sleep better if they have a special activity just before bedtime that helps to signal the end of the day. Thus, at the end of the day, you would be most likely to

AN send her to her room, telling her to read quietly.

AT spend time with her talking about what happened that day and making plans for the coming day.

P let her decide what to do as long as it doesn't intrude on what anyone else is doing.

SITUATION 3

Suppose _____ was sick when her class went on a field trip and she was very upset about not getting to go. Of the three responses given, you are most likely to

P tell her that there will be other trips. If she were still upset and asked you to take her, you would do so.

AN tell her that there will be other trips and that missing a trip is all part of learning to deal with disappointments.

AT explain to her why she had to miss the trip. Then, you would most likely decide with her what would be a similar activity that you, she, and one of her friends could do.

SITUATION 4

It's _____'s birthday and _____ wants to have a group of her friends over for a party. Of the three responses given, you are most likely to

AN plan the party for her deciding what types of games the kids will play and what they will have to eat. You most likely will supervise the party activities.

P let her know you will provide food for her and her friends and let the kids do the rest. They know best what they like to do for fun.

AT spend time with her, letting her decide what she wants to have to eat and what she thinks her friends would like to play. You are most likely to offer suggestions if they are needed to ensure that she has everything she will need for the party and to help on the day of the party if she needs it.

SITUATION 5

You decide _____ should have a small amount of money of her own. Of the three responses given, you are most likely to

AT discuss with her whether she would like to receive anallowance and what ways she could earn the money.

AN provide her with a list of chores you want her to do to earn an allowance.

P give her a small sum of money on the same day each week.

SITUATION 6

Of the three responses regarding discipline in the home, you are most likely to

P believe that too many rules are harmful and that kids need to develop their own sense of right and wrong. Thus, you make only a few rules as long as she is not willingly destructive to things in the home, others in the family, or her own safety.

AN make the rules rigorous/uncompromising and the punishments strong enough when needed to help her learn right from wrong.

AT discuss the need for rules with her, discuss specific rules with her and mutually decide on what punishments might be appropriate when each rule is broken, taking care that the punishment somehow reflects correction of the rule that has been broken.

SITUATION 7

_____ has broken a lamp in the living room by being careless. Of the three responses given, you are most likely to

AN punish her for breaking the lamp, probably spanking her, and then advising her that you are still disappointed and angry and that perhaps she should lay low until you have cooled down.

P have her explain how this happened and whether it could have been avoided although chances are you won't punish her.

AT discuss with her how it is important to be careful while in the house and then decide with her what needs to be done about the broken lamp. Once discussed and action decided upon, everything goes back to family business as usual.

SITUATION 8

_____ has her own room. You've asked her to keep her room clean and you find that the room is continually a complete mess. Of the three responses given, you are most likely to

AT explain to her why it is important to keep her room clean and why it is important to follow through on the responsibilities. You would then talk over with her what an appropriate consequence would be for not keeping her room clean in the future and what an appropriate consequence would be for not keeping her room clean this time.

P let her keep the room as she wants. You've told her why it should be clean, but a child's room is her only castle.

AN punish her for not doing what she has been told to do several times, or remind her in no uncertain terms that the room must be cleaned or you may have to resort to some sort of action she may not like. You make sure to tell her that you don't expect this to happen again.

SITUATION 9

There is a special television program on tonight that _____ wants to see. However, the program ends 30 minutes after her bedtime. Of the three responses given, you are most likely to

P let her stay up; her bedtime is pretty flexible anyway. Tomorrow she will see that she is so tired and that it wasn't worth staying up.

AN enforce the bedtime schedule.

AT discuss with her that because this is a special occasion that she may stay up this one time. But on other nights, she will have to go to bed at the regular time.

SITUATION 10

_____ always talks and interrupts you when you are speaking to a friend. Of the three responses given, you are most likely to

AT explain to her that you would like to hear what she has to say, but you are talking with someone else and will finish quickly. When you finish talking with your friend, you talk with her and thank her for waiting.

AN tell her that you are talking with a friend, and interrupting someone is very rude.

P ignore her and let her find someone else to talk to.

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AN tell him that you are talking with a friend, and interrupting someone is very rude.

P ignore him and let him find someone else to talk to.

APPENDIX C
CONFIDENTIALITY LETTER

I am conducting a study for my master's degree. All the information you provide will be kept confidential. I appreciate you taking the time to help me with my research. Please fill in the information below.

Name _____

Age _____

Number of children _____

In answering the following questions, please think about the child you are most concerned about.

Age of the child you are most concerned about _____

APPENDIX D
PSI ANSWER SHEET AND PSI PROFILE SHEET

170851

① STRONGLY AGREE	② AGREE	③ NOT SURE	④ DISAGREE	⑤ STRONGLY DISAGREE
1 ① ② ③ ④ ⑤	31 ① ② ③ ④ ⑤	61 ① ② ③ ④ ⑤	91 ① ② ③ ④ ⑤	
2 ① ② ③ ④ ⑤	32 ① ② ③ ④ ⑤	62 ① ② ③ ④ ⑤	92 ① ② ③ ④ ⑤	
3 ① ② ③ ④ ⑤	33 ① ② ③ ④ ⑤	63 ① ② ③ ④ ⑤	93 ① ② ③ ④ ⑤	
4 ① ② ③ ④ ⑤	34 ① ② ③ ④ ⑤	64 ① ② ③ ④ ⑤	94 ① ② ③ ④ ⑤	
5 ① ② ③ ④ ⑤	35 ① ② ③ ④ ⑤	65 ① ② ③ ④ ⑤	95 ① ② ③ ④ ⑤	
6 ① ② ③ ④ ⑤	36 ① ② ③ ④ ⑤	66 ① ② ③ ④ ⑤	96 ① ② ③ ④ ⑤	
7 ① ② ③ ④ ⑤	37 ① ② ③ ④ ⑤	67 ① ② ③ ④ ⑤	97 ① ② ③ ④ ⑤	
8 ① ② ③ ④ ⑤	38 ① ② ③ ④ ⑤	68 ① ② ③ ④ ⑤	98 ① ② ③ ④ ⑤	
9 ① ② ③ ④ ⑤	39 ① ② ③ ④ ⑤	69 ① ② ③ ④ ⑤	99 ① ② ③ ④ ⑤	
10 ① ② ③ ④ ⑤	40 ① ② ③ ④ ⑤	70 ① ② ③ ④ ⑤	100 ① ② ③ ④ ⑤	
11 ① ② ③ ④ ⑤	41 ① ② ③ ④ ⑤	71 ① ② ③ ④ ⑤	101 ① ② ③ ④ ⑤	
12 ① ② ③ ④ ⑤	42 ① ② ③ ④ ⑤	72 ① ② ③ ④ ⑤	102 ①	
13 ① ② ③ ④ ⑤	43 ① ② ③ ④ ⑤	73 ① ② ③ ④ ⑤	103 ①	
14 ① ② ③ ④ ⑤	44 ① ② ③ ④ ⑤	74 ① ② ③ ④ ⑤	104 ①	
15 ① ② ③ ④ ⑤	45 ① ② ③ ④ ⑤	75 ① ② ③ ④ ⑤	105 ①	
16 ① ② ③ ④ ⑤	46 ① ② ③ ④ ⑤	76 ① ② ③ ④ ⑤	106 ①	
17 ① ② ③ ④ ⑤	47 ① ② ③ ④ ⑤	77 ① ② ③ ④ ⑤	107 ①	
18 ① ② ③ ④ ⑤	48 ① ② ③ ④ ⑤	78 ① ② ③ ④ ⑤	108 ①	
19 ① ② ③ ④ ⑤	49 ① ② ③ ④ ⑤	79 ① ② ③ ④ ⑤	109 ①	
20 ① ② ③ ④ ⑤	50 ① ② ③ ④ ⑤	80 ① ② ③ ④ ⑤	110 ①	
21 ① ② ③ ④ ⑤	51 ① ② ③ ④ ⑤	81 ① ② ③ ④ ⑤	111 ①	
22 ① ② ③ ④ ⑤	52 ① ② ③ ④ ⑤	82 ① ② ③ ④ ⑤	112 ①	
23 ① ② ③ ④ ⑤	53 ① ② ③ ④ ⑤	83 ① ② ③ ④ ⑤	113 ①	
24 ① ② ③ ④ ⑤	54 ① ② ③ ④ ⑤	84 ① ② ③ ④ ⑤	114 ①	
25 ① ② ③ ④ ⑤	55 ① ② ③ ④ ⑤	85 ① ② ③ ④ ⑤	115 ①	
26 ① ② ③ ④ ⑤	56 ① ② ③ ④ ⑤	86 ① ② ③ ④ ⑤	116 ①	
27 ① ② ③ ④ ⑤	57 ① ② ③ ④ ⑤	87 ① ② ③ ④ ⑤	117 ①	
28 ① ② ③ ④ ⑤	58 ① ② ③ ④ ⑤	88 ① ② ③ ④ ⑤	118 ①	
29 ① ② ③ ④ ⑤	59 ① ② ③ ④ ⑤	89 ① ② ③ ④ ⑤	119 ①	
30 ① ② ③ ④ ⑤	60 ① ② ③ ④ ⑤	90 ① ② ③ ④ ⑤	120 ①	

Date

Child's Date of Birth

Child's Sex M F

Family History Number

Marital Status

Parent's Date of Birth

Race

Name

Address

OFFICE USE ONLY

CHILD SUBSCALE SCORES

Aggr

Act

Dem

Mu

Distrac

Rem

Sum of Child Com Score

P&R SUBSCALE SCORES

Com

Adapt

Resil

Cum

Mas

Sot

Pers

Sum of P&R Com Score

Sum Scores of Total Score

DEFENSIVE SCALE

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Parenting Stress Index

Profile Sheet and Norms-Form 6

R.R. Abidin-University of Virginia

Parents Name _____ Parents Sex _____ Parents Date of Birth _____ Date _____

Childs Name _____ Childs Sex _____ Childs Date of Birth _____ Age _____

	Raw Score	Percentile Ranks																				Norms N=2633	
		1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99+	x	S.D.
TOTAL STRESS SCORE		131	159	170	180	188	195	201	208	214	217	222	224	228	234	239	244	252	258	267	294	320	222.8	36.6
CHILD DOMAIN SCORE		50	66	75	78	82	87	89	93	95	97	99	100	102	105	108	111	114	116	122	130	145	99.7	18.8
Adaptability		7	15	17	19	20	21		22	23		24	25		26	27		28	30	31	33	38	24.9	5.7
Acceptability		4	6	7	8	9		10		11		12		13		14		15	16	17	18	21	12.6	3.5
Demandingness		8	10	12	13	14	15		16		17		18		19	20	21		22	24	25	31	18.3	4.6
Mood		3	5		6		7		8			9		10			11		12	13	14	18	9.7	2.9
Distract./hyper.		12	16	18	19	20	21		22		23		24	25	26		27	28	29	31	33	36	24.7	4.8
Reinforces Parent		5			6			7			8		9		10			11	12	14	15	18	9.4	2.9
PARENT DOMAIN SCORE		69	82	92	99	102	107	110	112	115	118	121	123	126	129	132	137	142	148	153	169	188	123.1	24.4
Depression		8	12	13	15	16		17	18		19	20		21		22	23	24	26	27	30	36	20.3	5.5
Attachment		6	7	8	9		10		11			12			13		14	15	16	17	18	22	12.7	3.2
Restric. of Role		8	11	12	13	14	15	16		17	18		19		20	21	22	23	24	26	29	32	18.9	5.3
Sense of Competence		15	18	21	22	23	24	25	26	27	28		29	30	31	32	33	34	35	37	40	45	29.1	6.0
Social Isolation		6	7	8	9		10		11			12		13		14	15	16	17	18	20	22	12.6	3.7
Relat. Spouse		6	8	10	11	12	13		14	15		16	17		18	19	20	21	22	23	26	28	16.9	5.1
Parent Health		5	7	8		9			10			11			12	13	14	15	16	17	19	21	11.7	3.4
LIFE STRESS (Optional Scale)				1		2	3		4	5		6	7	8	9	10	11	12	14	17	20	27	7.8	6.2
		1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99+		

Percentile Ranks

To profile: Circle the raw score in the row to the right of the scale

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APPENDIX E
PARENTING STYLE INTERVIEW RESPONSE SHEET

RESPONSE SHEET

Name _____

Age_____

Number of children_____

In responding to the following situations, please think about the child you are most concerned about.

Age of the child you are most concerned about_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RESPONSE SHEET FOR THE MOTHER

SITUATION 1

A. take her to a place you both agree would be fun.

B. tell her you will make her favorite dessert if she keeps up the good work.

C. give her some money to buy a treat and let her decide what to get.

SITUATION 2

A. send her to her room, telling her to read quietly.

B. spend time with her talking about what happened that day and making plans for the coming day.

C. let her decide what to do as long as it doesn't intrude on what anyone else is doing.

SITUATION 3

A. tell her that there will be other trips. If he were still upset and asked you to take her, you would do so.

B. tell her that there will be other trips and that missing a trip is all part of learning to deal with disappointments.

C. explain to her why he had to miss the trip. Then, you would most likely decide with her what would be a similar activity that you, he, and one of her friends could do.

SITUATION 4

A. plan the party for her deciding what types of games the kids will play and what they will have to eat. You most likely will supervise the party activities.

B. Let her know you will provide food for her and her friends and let the kids do the rest. They know best what they like to do for fun.

C. spend time with her, letting her decide what he wants to have to eat and what he thinks her friends would like to play. You are most likely to offer suggestions if they are needed to ensure that he has everything he will need for the party and to help on the day of the party if he needs it.

SITUATION 5

A. discuss with her whether he would like to receive an allowance and what ways he could earn the money.

B. provide her with a list of chores you want her to do to earn an allowance.

C. give her a small sum of money on the same day each week.

SITUATION 6

A. believe that too many rules are harmful and that kids need to develop their own sense of right and wrong. Thus, you make only a few rules as long as he is not willingly destructive to things in the home, others in the family, or her own safety.

B. make the rules rigorous/uncompromising and the punishments strong enough when needed to help her learn right from wrong.

C. discuss the need for rules with her, discuss specific rules with her and mutually decide on what punishments might be appropriate wheneach rule is broken, taking care that the punishment somehow reflectscorrection of the rule that has been broken.

SITUATION 7

A. punish her for breaking the lamp, probably spanking her, and then advising her that you are still disappointed and angry and that perhaps he should lay low until you have cooled down.

B. have her explain how this happened and whether it could have been avoided although chances are you won't punish her.

C. discuss with her how it is important to be careful while in the house and then decide with her what needs to be done about the broken lamp. Once discussed and action decided upon, everything goes back to family business as usual.

SITUATION 8

A. explain to her why it is important to keep her room clean and why it is important to follow through on the responsibilities. You would then talk over with her what an appropriate consequence would be for not keeping her room clean in the future and what an appropriate consequence would be for not keeping her room clean this time.

B. let her keep the room as he wants. You've told her why it should be clean, but a child's room is her only castle.

C. punish her for not doing what he has been told to do several times, or remind her in no uncertain terms that the room must be cleaned or you may have to resort to some sort of action he may not like. You make sure to tell her that you don't expect this to happen again.

SITUATION 9

A. let her stay up; her bedtime is pretty flexible anyway. Tomorrow he will see that he is so tired and that it wasn't worth staying up.

B. enforce the bedtime schedule.

C. discuss with her that because this is a special occasion that he may stay up this one time. But on other nights, he will have to go to bed at the regular time.

SITUATION 10

A. explain to her that you would like to hear what he has to say, but you are talking with someone else and will finish quickly. When you finish talking with your friend, you talk with her and thank her for waiting.

B. tell her that you are talking with a friend, and interrupting someone is very rude.

C. ignore her and let her find someone else to talk to.

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